



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Representative English Literature from Chaucer to Tennyson. By HENRY S. PANCOAST. New York : Henry Holt and Company. Size $5\frac{1}{4}$ x 8 in. pp. xiii + 514.

Mr. Pancoast has made a good book. He has tried to help the student to study the representative master pieces of the great epochs of English Literature in the light of the men and the time which produced them, to make him feel further that every literary epoch is but an episode in a continuous and intelligible story of literary development. This avowed purpose he has worthily embodied. He divides the work into four parts, the Period of Preparation, the Period of Italian Influence, the Period of French Influence, and the Modern English Period. Probably he himself would not claim that these divisions are final. Certainly any division of this kind must be largely arbitrary. He has given a good deal of space to the history and interpretation of the literature, accompanying somewhat extended extracts. The commentary is sane, judicious and appreciative. There is nothing in the book to shock conventional pedagogical conceptions ; it is altogether a commendable work. There are numerous and valuable tables, a literary map which is at least interesting, a glossary to Chaucer's selections, rich notes and references, all of which add immensely to the practical usefulness of the volume. There is such an infinite variety of English classics for school use now issued from the press, that it seems hardly necessary to include extended extracts in a work of this kind. Valuable as the complete work is, a separate edition of the part that is Mr. Pancoast's own, would probably find even a wider circle of users.

C. H. Thurber.

Report of the Commissioner of Education for 1889-90. Two Volumes. Washington : Government Printing Office.

The second annual report of Dr. Harris as Commissioner of Education which has just appeared from the Government Printing Office is a most valuable contribution to pedagogical literature, and amply justifies the high expectations that were raised among educators when Dr. Harris was called to this post. It is impossible in a brief review to convey any impression of the enormous amount of statistical and other information on the school systems of the entire civilized world which is contained in these volumes. Volume I is occupied entirely with reports on the educational systems of the various countries, compiled in the main by different specialists. Among the more important are the Educational Congress at Paris in 1889 ; the Educational System of Scotland ; the Educational System of England ; Educational System of France ; Education in Germany ; the Higher Schools of Prussia and the School Conference of 1890 ; Education in Austria-Hungary, and a brief statement of the school systems of Prussia, Aus-

tria, Norway and Denmark. There is a most interesting and valuable chapter on City School Systems and two elaborate chapters on Professional Education. There are besides competent discussions of such subjects as Social Pathology in Education ; the Reformation of Juvenile Offenders ; Education of the Colored Race ; Swedish Gymnastics, etc., while all the topics of school administration, such as Compulsory Education, Readjustment of School Programmes, Higher Education, Kindergarten, Manual Training, Physical Training, Reading and Literature, Religious and Moral Training, School Discipline, and Text Books are intelligently discussed. In view of the International Congresses on Education in Chicago this year, the Report on the International Congress at Paris will doubtless arouse much interest. The accounts of foreign systems in the present report admirably supplement the excellent beginning made in the report for 1888-89. The two reports together are a mine of information upon foreign educational systems. In collecting such a body of information, the Bureau of Education is performing a most valuable service for the educators of the United States.

C. H. Thurber.

NOTES.

Outline of the Principles of History (Grundriss der Historik). By JOHANN GUSTAV DROYSEN, late Professor of History in the University of Berlin. With a biographical sketch of the author. Translated by E. Benjamin Andrews, President of Brown University. Boston : Ginn & Co.

While not a text-book, even for the most advanced classes, there is in the whole literature of history no more suggestive book, whether for teacher or student, than Droysen's *Historik*; and President Andrew's painstaking English translation will be eagerly welcomed by all workers in history to whom philosophical German is not easy reading. Not that easy reading is just the word for Dr. Andrew's English. It may be doubted whether he has made the book more clear by shunning the technical but definite philosophical terms of the original, or more readable by his circumlocutions and expansions. But it is English, and well-considered, adequate English, which blinks no difficulties and tolerates no ambiguities. For more than a decade, indeed, the task has been ripening in the translator's mind, and there is added to the volume a facsimile of the letter by which in 1884 the author sanctioned his undertaking. Not the least interesting part of the volume is the excellent biographical sketch of Droysen translated from the German by Dr. Hermann Krüger. There can be no nobler antidote to the materialistic trend which still marks much of historical and sociological work, especially on this side of the Atlantic, than the thoughtful reading of this book—"the weightiest book of its size," thinks President Andrews, "composed in our century."